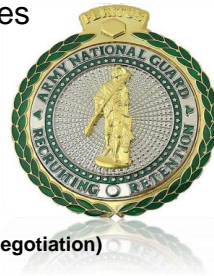
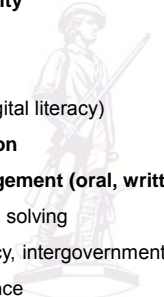


NATIONAL GUARD

21st Century Soldier Competencies

- **Character and accountability**
 - Comprehensive fitness
 - Adaptability and initiative
 - Lifelong learner (includes digital literacy)
- **Teamwork and collaboration**
- **Communication and engagement (oral, written, negotiation)**
 - Critical thinking and problem solving
 - Cultural and joint, interagency, intergovernmental, and multinational competence
 - Tactical and technical competence (full spectrum capable)



Strength Maintenance Training Center

1

Method of Instruction: CO

Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power Point

BLOCK AUTHOR: Mr. Michael R. Langston Sr.

LESSON AUTHOR: Mr. Kevin L. Tarver

DATE PREPARED: 5 December 2014

DATE REVISED: 22 January 2015

LEARNING OUTCOME: The goal of this lesson is to identify what documents need to be reviewed in order to effectively evaluate a unit's retention environment. Additionally, this lesson will provide an understanding of what the data presented in each of those documents represents so that the student will know how to properly interpret the data. Proper interpretation of the data will provide a more accurate representation of the state of the unit's retention environment.

At the conclusion of this lesson, students should be able to utilize the documents and reports covered in order to identify the strengths and weaknesses in the unit's retention environment. They should also be able to utilize that data in order to recommend a course of action to correct any weaknesses.

This lesson is associated with the following 21st Century Soldier Competencies, which should be reinforced as much as possible.

- Teamwork and Collaboration
- Character and Accountability
- Communication and engagement

ASSIGNED READING:

INSTRUCTOR ADDITIONAL READINGS:

CLASSROOM AIDS REQUIRED:

Facilitator Note: Incorporate the political, military, economic, social, infrastructure, and physical environment and time (PMESII & PT) into each lesson and classroom work as appropriate. Facilitator will illustrate them with appropriate examples from the Operating Environment (OE) as it pertains to the lesson.


Safety Requirements: In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 Composite Risk management Worksheet during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

Risk Assessment: Low : Environmental related risk assessment: No food or drink allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you may be required to power down. Use precautions with electrical equipment during thunderstorms / electrical.

Environmental Considerations: Facilitator should conduct a risk assessment to include environmental considerations IAW FM 3-34.5, Environmental Considerations (MCRP 4-11B), and ensure students are briefed on hazards and control measures. Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34-5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL – RELATED RISK ASSESSMENT.

Foreign Disclosure: FD1, No limitation.

Slide 2



Reenlistment Mission Performance
(Data Source: DPRO)

MACOM Name	Careerist Mission (FYTD)	Careerist Careerist (FYTD)	Careerist Mission % (FYTD)	Obligor Mission (FYTD)	Obligor Obligor (FYTD)	Obligor Mission % (FYTD)	Total Mission (FYTD)	Total Total (FYTD)	Total Mission Percent (FYTD)
TXARNG (MACOM)	16.66	19	114.01%	2.84	3	105.74%	19.50	22	112.81%
36TH INF DIV (MACOM)	246.27	306	124.25%	216.28	160	73.98%	462.56	466	100.74%
TEXAS MILITARY FORCES (MACOM)	23.42	40	170.76%	7.64	7	91.60%	31.07	47	151.29%
TXARNG SEP CMDS	57.92	75	129.49%	59.01	55	93.21%	116.92	130	111.18%
	348.10	440	126.40%	288.25	225	78.06%	636.35	665	104.50%

Strength Maintenance Training Center

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Concrete Experience: Break the Students into groups. Assign each group a MACOM and one group the overall State from the slide. Give the groups 5 minutes to discuss the data. Have one student from each group brief back the data.

Publish:

Facilitator Note: Ask the students the following questions:

What were you required to do?

Did your group understand the information you were briefing? How about the other groups?


What guidance were you given?

Process:

How did it (the concrete experience) make you feel?

Were there any surprises?

Is there any significance to what you found during that exercise as it pertains to a retention environment?



Terminal Learning Objective

Action: Evaluate a Unit's Retention Environment

Conditions: In a classroom environment with access to NGR 601-1 and DPRO access, students will Evaluate a Unit's Retention Environment.

Standards: Student will Evaluate a Unit's Retention Environment by completing an Information paper.

Strength Maintenance Training Center

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Terminal Learning Objective

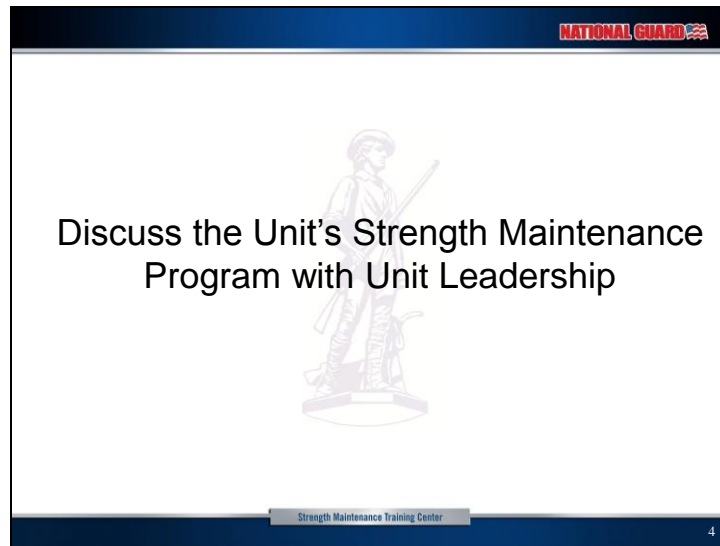
Action – Evaluate a Unit's Retention Environment

Condition – In a classroom environment with access to NGR 601-1 and DPRO access, students will Evaluate a Unit's Retention Environment.

Standard – Student will Evaluate a Unit's Retention Environment by completing an Information paper.

Note: Connect the TLO to the Concrete Experience.

Say: Among other aspects of DPRO, one of the things you will learn in this lesson is where to find FAQ inside of DPRO. This would have given you the knowledge that the Careerist mission is based on 85% and the Obligor's mission is 65% of the eligible Soldiers in that group. Would that information have been helpful when briefing the previous slide?



Learning/Step Activity One – Discuss the Unit’s Strength Maintenance Program with Unit Leadership

Method of Instruction: Facilitator

Facilitator to Student Ratio: 1:25

Time of Instruction: 2 hour

Media: Power Point

Note: Facilitate this discussion by using a rocket round approximately a half hour into the lesson, if necessary.

Ask: What do we mean by “Evaluate a Unit’s Retention Environment”? Answers may vary. (If necessary, give overview of the learning outcome when explaining)

Ask: Why is it important to meet with Unit Leadership about their Strength Maintenance Plan?

Answer: Will Vary

Ask: Do you know what the overall mission or goal is for your unit? Does your unit have one? Why or why not?

Note: Facilitate a discussion with the topics listed below. Make sure all the key points are discussed throughout.

Note: Bring up each area listed below and ask how this can be a positive or negative

aspect within each unit.

a. Mission/Goals

Key Points:

1. End Strength
2. Attrition Loss Rate
3. Retention Rate
4. MOSQ Statistics
5. FLAGGS/BARS

b. Family Readiness Group (FRG)

Ask: What has been your experiences with the FRG, either positive or negative? How important is the Family Readiness Group's role?

Key Points:

1. Must be stable
2. Must be supportive of the unit and have the same goals

c. Soldier Care/NCOES

Key Points:

- Career Development
- Proper Counseling (positive and negative)
- Military Schools (NCOES, MOS, Job Specific)
- Promotion

d. Unit Sponsorship Program

Ask: How many of you had a positive experience when you came into recruiting? Were you properly sponsored? Why or why not?

Key Points:

- Use good quality Soldiers.
- Make Sponsorship important.
- Make sure it is done properly.

e. ESGR

Ask: What benefits can ESGR provide to the unit? How do they affect Retention and Attrition within the unit?

Note: Refer students to NGR 601-1, 6-41.

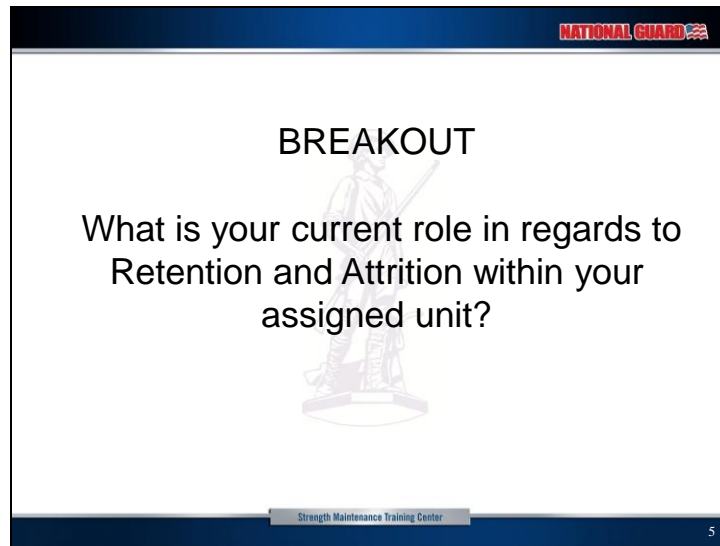
Key Points:

- Recognize outstanding employer support.

- Increase awareness of applicable laws and policies.
- Help resolve potential conflicts between employers and service members.
- Gain and maintain support from employers for National Guard Soldiers.

Say: RRNCOs must meet with unit leadership to cover the basics of their Strength Maintenance Plan. The RRNCOS are in partnership with units. RRNCO's must take this responsibility seriously and not just leave it up to the unit to do, it's a joint effort.

Show next slide – Break out session.



Break Out:

- Have students break into their groups.
2. Give the groups 5 minutes to discuss the following question: What is your current role in regards to Retention and Attrition within your assigned unit?
 3. After 5 minutes, allow each group to share with the whole class the information they discussed.

Note: The purpose of this activity is to ensure that students understand the importance of operating effectively in all three tenants.

Check on Learning

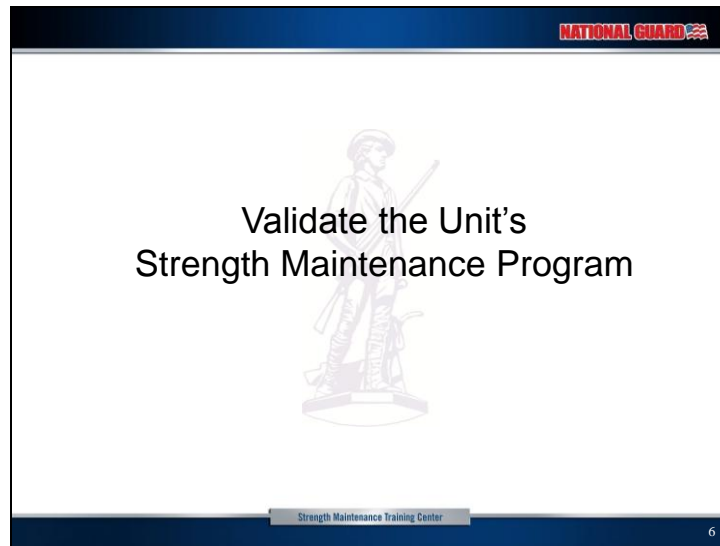
Q: Why is sponsorship important within each unit?

A: Answers will vary but could include, good first impression, introducing key personnel, making the Soldier feel welcome.

Q: What is the purpose of the ESGR program?

A: It helps foster a close and positive working relationship between employers, the ARNG and its Soldiers.

REF: NGR 601-1 6-41 c



Learning/Step Activity Two – Validate the Unit’s Strength Maintenance Program

Method of Instruction: Facilitation

Facilitator to Student Ratio: 1:25


Time of Instruction: 1 hour

Media: Power Point

Break Out:

1. Break students into assigned groups.
2. Each group will be assigned two subjects.
3. Each group will answer the following questions for their assigned subjects.
 - How does your subject pertain to the unit as a whole? Specifically Retention and Attrition.
 - How would you evaluate each area within the unit?
 - How would you validate (both positively and negatively) the overall effectiveness of each subject?
4. You will have 15 minutes to research and discuss your answers in your group, and 5 minutes to brief back your findings.

Continue on the Next slide.



Breakout Questions

1. How does your subject pertain to the unit as a whole? Specifically, Retention and Attrition.
2. How would you evaluate each area within the unit?
3. How would you validate (both positively and negatively) the overall effectiveness of each subject?

Strength Maintenance Training Center

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Subjects:

Validate the unit's 091638 policies and SOP to ensure they are relevant.

Extension/immediate reenlistment objectives

Responsibilities of unit leaders

Retention binder

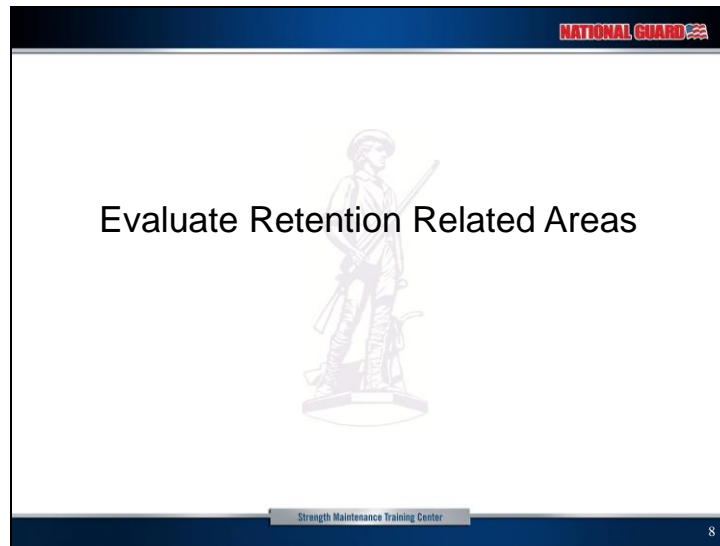
Sponsorship and orientation programs

Bars to extension/immediate reenlistment

Family programs

Employer support of the Guard and Reserve (ESGR) training and support

Next slide.



Learning/Step Activity Three – Evaluate Retention Related Areas

Method of Instruction: Facilitation

Facilitator to Student Ratio: 1:25

Time of Instruction: 2 hours

Media: Power Point

Ask the following questions to create a discussion on the areas that an RRNCO could evaluate to determine the overall retention and attrition success of the unit.

1. How is overall drill attendance? Are Soldiers missing drill? If so, why? How do you find out this information?

Key Points:

- a. Full Time Personnel should be Go-To Persons
- b. DPRO is a valuable asset (Notify students we will discuss DPRO in the next section.)
- c. Many times you can identify issues just by being at the unit.

2. Is the Unit meeting their Retention and Attrition objectives? Why or why not?

Key Points:

- a. Why is the unit losing Soldiers?
- b. Why are the Soldiers staying?

3. How many Soldiers are extending their first term, or are they all Careerists? What could this information indicate?

4. Are Soldiers experiencing problems with any of the following?

- a. Pay Issues
- b. Incentive Payments
- c. GI Bill Payments
- d. Awards
- e. Tricare Benefits

5. Does the Unit maintain contact with members in the ING?

Say: Just because these Soldiers aren't actively drilling, they still should be contacted on a regular basis.

6. Are the Soldiers working in authorized positions or are they working outside of their MOS?

Ask: What problems can arise for Soldiers working in an unauthorized position or unqualified MOS?

Answer: Most incentives are tied to a specific paragraph and line number.

7. Does the unit training calendar include MOS specific training for all Soldiers?

Ask: Why is conducting MOS specific training now a challenge for units?

Answer: Budget Reductions can affect the training options for Soldiers.

DPRO Demonstration

1. Have students log into DPRO and follow along as you demonstrate how and where to pull pertinent data.

2. Have students go to <https://arnng1.ngb.army.mil/> and log into DPRO.

3. Select "Command Navigator" and choose the correct UIC and Unit.

4. Click "DPRO Views," then "Basic" to show an overall snapshot of the unit.

Key Points:

- a. End Strength
- b. NOVAL Pay and Long Term NOVAL Pay
- c. Attrition Management
 - 1) First Term
 - 2) Careerist
- d. Retention Rate

5. Click "DPRO Views," then "Retention/Unit" to show a more detailed look at the unit for Retention and Attrition.

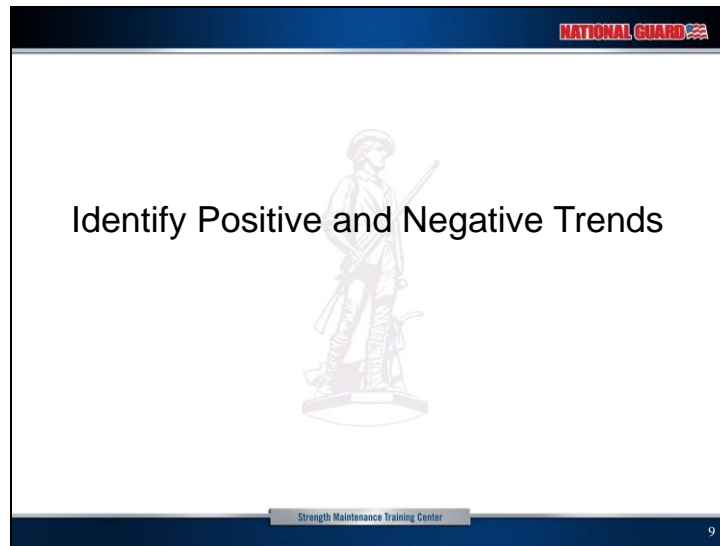
6. Click “Leadership Reports,” then “Retention/15 Months to ETS.”

7. Click “Leadership Reports,” then “Reenlistment Mission Performance.”

Check on Learning:

Q: What are some of the Soldier issues that could negatively affect retention or attrition management?

A: Family issues, employer issues, pay problems, incentive payments, etc.



Learning/Step Activity Four – Identify Positive and Negative Trends

Method of Instruction:

Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power Point

Say: Every action that occurs in a unit will result in a positive or negative reaction. Having a program that looks good doesn't guarantee successful implementation. If a Soldier does not receive a bonus payment, it affects retention in a negative manner. If the Unit's leadership does not care for or mentor their subordinates, it also affects retention in a negative manner. While evaluating the unit's Retention environment, it will be easy to uncover negatives. However, we must also identify positives even though it may take a greater effort on our part.

1. Can you learn anything about a unit from the very first formation on Saturday morning? If so, what?

Key Points:

1. Do the Soldiers arrive on time or are they all early?
 2. Is the formation conducted properly IAW FM 3-21.5?
 3. Do the Leaders know where to properly stand?
2. During your time with the unit, look at what Soldiers are doing. Are they doing jobs

that are within their MOS? Are they standing around, looking bored and frustrated?
Does the leadership have training or activities scheduled?

Say: Talking to the Soldiers, both officer and enlisted, will give you a better picture of the health and morale of the unit overall.

3. There are a number of things that should be done after visiting the unit, like After Action Reviews (AARs), Memorandum for Record (MFRs), or whatever else your state requires. Use these as tools to identify positive or negative trends. If you identify any negative trends, recommend actions that will help result in improvement. The key is to be a part of the solution so the Command will treat you as part of their team.

Breakout: Have each group create a list on the flipchart in response to the following prompt. Then have each group brief back their list.

Prompt: Within your group, create a checklist of areas to evaluate before, during, and after drill.

Check on Learning:

Q: You have just visited your unit to evaluate their retention environment. What should you do with your findings from the visit?

A: Produce a record of your findings and submit it through the channels as required by your state.



Review and Summary

Method of Instruction:
Facilitator to Student Ratio: 1:25
Time of Instruction: 30 minutes
Media: Power Point

Develop

Facilitator Note: Facilitate a discussion on value and future use of the information that was just introduced by utilizing the questions below:

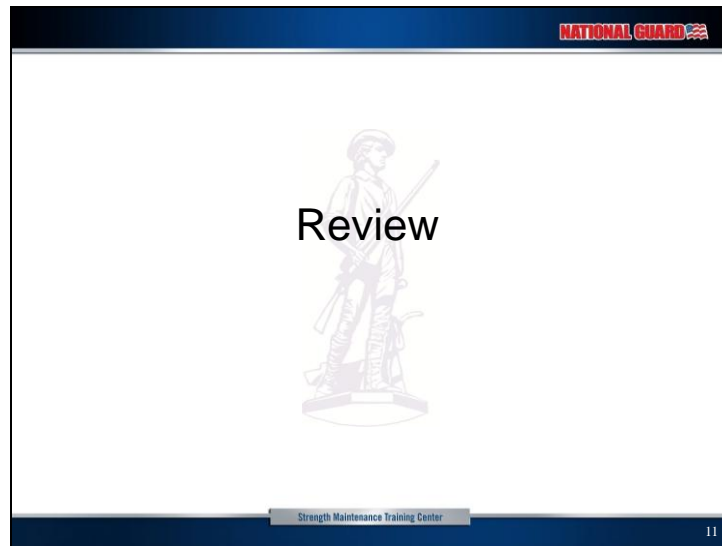
How does being part of the Company's Leadership Team for Retention benefit you?

What affect does the Retention Environment have on you making your mission?

Apply

Evaluation: The knowledge gained in this lesson will be tested by writing an Information Paper, students must achieve a Go on the associate Rubric.

Note: Go over the Rubric with the Students and required date and time for the Information paper to be completed.



Summary

During this block of instruction, we discussed how to **Evaluate a Unit's Retention Environment**. We discussed the Unit's Strength Maintenance Program with Unit Leadership, Validated the Unit's Strength Maintenance Program, Evaluated Retention Related Areas and Identified Positive and Negative Trends. In the field you will be able to utilize this information to assist the Commander in achieving the Unit's authorized strength by focusing on Attrition and Retention Management.



“Engagement is key to retention. Retention trumps recruitment every day of the week.”



~Linda S. Chreno, CAE, IOM

Strength Maintenance Training Center

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